

# Muddy Puddles

Slaley First School, Slaley, HEXHAM, Northumberland, NE47 0AA

## Inspection date

Previous inspection date

17/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

3

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy, settled and enjoy their time in the nursery. Staff encourage children to engage in a variety of experiences which help them to progress in the prime and specific areas of learning.
- Staff develop positive relationships with children, giving lots of praise for their efforts and achievements. This supports children's emotional needs and promotes their self-esteem and confidence.
- Children are safe and secure because the staff have a good understanding of how to safeguard children and keep them safe, by effectively minimising risks.
- The manager has built good links with the host school. Consequently, these relationships make a strong contribution to meeting the needs of the children.

### It is not yet good because

- Assessment and tracking of children's progress is not yet consistently embedded in practice. This means that planned activities do not always meet children's next steps in learning, or offer appropriate challenge to help children make the best progress.
- There is scope for children to have more uninterrupted time to play and explore, or to become deeply involved in activities. This is with particular regard to the impact that the structured snack time has on their enjoyment.
- Opportunities for all parents to become more involved in the nursery self-evaluation are not fully embraced.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observations, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of parents' views and information from the setting's focused improvement plans.
- The inspector carried out a joint observation with the manager.

## Inspector

Janet Fairhurst

## Full report

### Information about the setting

Muddy Puddles was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a unit within the grounds of Slaley First School in Slaley, Northumberland. The nursery is owned and managed by an private individual and serves the local area. It is accessible to all children and there is an enclosed area available for outdoor play, as well as shared use of the school playing field.

There are currently 14 children on roll, all of whom are in the early years age group. The nursery employs three members of childcare staff, including the manager. Of these, all hold appropriate early years qualifications at level 3. The nursery opens Tuesday to Friday all year round. Sessions are from 7.30am until 6pm on a Tuesday, Wednesday and Thursday, and from 7.30am until 1pm on a Friday. Children attend for a variety of sessions. The nursery receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- make use of information gained from observations to complete accurate assessments of individual children's progress, to plan challenging and enjoyable activities which support their next steps across all areas of learning.

#### To further improve the quality of the early years provision the provider should:

- review the daily routine, such as snack time, to offer a more flexible approach and to ensure that children's flow of play and thought processes are not interrupted
- build on self-evaluation by extending how the views of parents are incorporated, to assist in identifying areas for further development.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a satisfactory knowledge of the Early Years Foundation Stage and generally plan activities based on children's interests. Consequently, children enjoy their time at the nursery and are happy and confident. Staff carry out general observations of children's experiences, and their next step in their learning is identified. However, they do not use these to inform accurate assessments, in order to plan and track the next steps in each

child's learning. This results in learning experiences that sometimes lack consistent challenge and are not always precisely matched to children's individual learning needs. Nevertheless, children make steady progress towards the early learning goals and are gaining sufficient skills for the next stage of their development, such as starting school. The staff are aware of the need to carry out the progress check at age two, and all related documentation is in place. Staff keep parents suitably informed about what children have enjoyed at the nursery. They encourage parents to share what they know about their child on entry. This helps them to identify their starting points and what children already know and can do. Parents are aware that they can read their child's learning journal at any time and are encouraged to take it home to share with family members and add their own contributions. This means parents are involved in their children's ongoing learning.

Overall, learning and teaching are satisfactory. Staff support children's communication and language development by constantly interacting with them and by introducing new words to extend children's vocabulary. For example, while children paint, staff add action words such as, 'squash' and 'roll', for children to link their movements to words. Staff generally ask children open questions to encourage them to think critically. For example, while children build with the blocks, staff say 'Tell me about this' and ask 'How can we build this?'. Babies enjoy babbling and using sounds, and readily communicate their needs and feelings. Staff respond well to these, taking turns in 'conversation', which promotes their early attempts at communicating. Children's personal, social and emotional development is promoted well. They are confident within their environment, seek to do things for themselves and easily move from one activity to another, showing appropriate levels of involvement in their play. However, although the routine of the day is generally well organised, children are required to stop what they are doing and tidy away toys to sit down for snack time. This unnecessarily interrupts their flow of play. Staff provide a suitable balance of child-initiated and adult-led activities. For example, during a planned creative activity, staff's good teaching helps children maintain focus for sustained period of time. During the activity staff introduce and model mathematical language such as 'forward' and 'straight', and weave in making marks and the introduction of new vocabulary. All of this effectively promotes mathematical, literacy and communication language skills.

Children enjoy a variety of construction toys and puzzles to increase their problem-solving and reasoning skills. They are beginning to count during their play and learn about early calculation as they participate in singing number rhymes. Children's understanding of the world is developing. They have some planned opportunities to explore and find out about plants and creatures in their natural habitat. For example, they nurture eggs in the incubator and watch as the chicks hatch. Some first-hand opportunities to plant and care for their own crops of lettuce contribute to their understanding of the importance of eating healthy foods. Staff provide children with regular opportunities to develop their creativity. For instance, they have a varied range of opportunities to explore texture as they play with sand, paint and shredded paper. They also have opportunities to use their imagination and adopt roles through a variety of role play resources and small world toys, which the children enjoy. Children develop their physical skills at a steady rate. Outdoors, frequent opportunities enable children to make good progress in developing their coordination and the control of their movements when involved with large equipment, such as climbing, balancing and riding on a variety of wheeled toys. In addition, children's

manipulative skills are developing well. They mould, roll, use tools and make marks in dough, and hold paintbrushes with increasing control. Babies enjoy exploring their surroundings and pull themselves up on the low furniture as they learn to stand and explore the knobs on the play cooker in the role play area. Overall, children are gaining the key skills needed to support their future learning.

### **The contribution of the early years provision to the well-being of children**

All children and their families are warmly welcomed into this friendly nursery. An effective key person system makes sure that strong relationships are formed between staff, children and their families to promote an effective level of well-being. Consequently, children happily separate from their parents and settle very well. Information provided by parents ensures that all children's needs are known and can be met. Children are supported appropriately in the transition from home to the nursery. This is because parents are invited to settling-in sessions and staff gather a range of information about each child's family and background. For example, information is obtained about any known special dietary requirements, preferences and food allergies, and any special health requirements. This effectively promotes continuity in the children's care and supports their well-being.

A varied selection of good quality resources are available indoors and outdoors to support children's play experiences. Open shelving and clear storage boxes enable children to freely select additional resources to support or extend their learning opportunities. Behaviour within the nursery is good and children are kind and considerate towards each other, and their understanding of sharing is reflected in all activities. Staff are calm and consistent in their approach to behaviour and children's confidence and self-esteem continually grow through the praise and encouragement they receive. Children are developing effective independent self-care skills. Their care needs are managed well with regard to children's individual routines being followed. Some use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively. Children are encouraged to wash their hands after toileting or playing outside and before meals. This means that they are made aware of the importance of good hygiene practices and helped to fulfil their personal routines independently. Staff support older children moving on to the nursery school by talking to them about what to expect and introducing more activities that teach them to sit, listen and take turns in their play.

Food provided by the nursery is healthy and nutritious and successfully reflects children's preferences and dietary requirements. Mealtimes are organised well and provide children with plenty of opportunities to develop independence and social skills. Children clearly enjoy the food provided and staff promote the benefits of healthy eating through discussion and the provision of healthy choices. Children learn about keeping themselves safe, both indoors and out, for example, by practising the fire drill, so they know what to do in the event of an emergency. Staff remind them to take care when using climbing equipment, and explain why they have to sweep the sand up as they may slip. This helps children to begin to understand how to keep themselves safe. Children benefit from lots of fresh air each day, either through using the outdoor play area or taking walks in the local area. The outdoor space provides children with the freedom to run, jump, climb and use

their imagination. Suitable waterproof jumpsuits are provided, enabling children to access the outdoors in all weathers.

### **The effectiveness of the leadership and management of the early years provision**

The manager understands and fulfils her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All staff are fully aware of the signs which may cause them concern regarding any safeguarding issues, and how to act to protect the children. A comprehensive range of policies and procedures, risk assessments and other documentation successfully enable staff to promote children's welfare. Access to the premises is secure and staff ensure that all adults sign in and out of the setting, and that visitors' identification is scrutinised. Although the manager has not yet recruited any new staff, there is a clear recruitment and induction procedure in place to help ensure staff are suitable and skilled in their roles and are fully aware of their roles and responsibilities.

The manager has a suitable awareness of her responsibility to monitor the educational programmes, the progress of children and the performance of staff. However, due to the nursery only recently opening, any systems implemented are in their infancy and therefore their impact cannot be measured. The manager works directly with children and this provides some useful insight into quality of practice. However, she acknowledges that there are some inconsistencies in meeting the learning and development requirements. This is because staff are still developing their confidence in assessment and planning for children's next stages of learning. Nonetheless, they are working with their local authority development worker to help improve this area. All staff hold relevant childcare qualifications and are keen to continually update their professional development. For example, the information from recent training has led them to review the way the playroom is set out, to enable them to offer children more open-ended and natural resources.

Staff build positive relationships with parents. They are provided with information about the services offered and they have access to the policies and procedures. Discussions and daily diaries are used to keep parents informed about children's overall well-being and special events. Parents have access to their children's learning journal and are encouraged to add their own contributions. This means that they are appropriately involved in children's learning. Parents spoken to during the inspection express their satisfaction with the nursery. They describe the staff team as 'friendly, approachable and caring'. Staff understand the importance of encouraging positive transitions to school, and to achieve this they have established good working relationships with the host school. The manager and staff communicate a desire to improve the quality of the service. Through their focussed improvements plans, they have identified improvements that the nursery are working towards. For example, they have plans to make the bathroom area more child friendly, and to create an area which can be used for babies. Parents are encouraged to share information and their thoughts verbally with the staff, which some do confidently. However, there is scope to improve opportunities for all to be involved in the self-evaluation, to ensure that any changes reflect their needs.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY466252
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	928148
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	10
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Jessica Janet Bell
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07983 336047

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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